

SUNYLA 2015: The Art of Librarianship

Engage Students through Flipped Instruction: A Lesson Planning Lab June 3, 2015

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GROUP ACTIVITIES - ACTIVITY ONE

Class Selection

Select a class on which to focus the group work.

Class:

Students (select one):

- Undergraduate
 - First Year Inquiry
 - Upper Level Subject
- Graduate

Duration (select one):

- One Library Session
- More Than One Library Session

Learning Objectives

Pick two learning objectives appropriate for the class you are teaching. Select one from Knowledge Practices and one from Dispositions.

(adapted from the Research as Inquiry Knowledge Practices and Dispositions from the *ACRL Framework for Information Literacy for Higher Education*):

Knowledge Practices - Learners will be able to:

- Formulate questions for research based on information gaps or on reexamination of existing, possibly conflicting, information
- Use various research methods, based on need, circumstance and type of inquiry
- Deal with complex research by breaking complex questions into simple ones, limiting the scope of investigations
- Synthesize ideas gathered from multiple sources

Dispositions - Learners will be able to:

- Consider research as open-ended exploration and engagement with information
- Value intellectual curiosity in developing questions and learning new investigative methods
- Value persistence, adaptability, and flexibility and recognize that ambiguity can benefit the research process
- Seek multiple perspectives during information gathering and assessment

ACTIVITY ONE (cont.)

Brainstorm Component Abilities and Habits of Mind

Based on the learning objectives that you picked for your class, what are the component abilities and habits of mind needed to accomplish these objectives.

Rank them from easiest to most complicated. Jot them down in the appropriate box.

Easy (Homework)	Hard (In-Class Activities)
Abilities (Knowledge Practice)	Abilities (Knowledge Practice)
Habits of Mind (Dispositions)	Habits of Mind (Dispositions)

ACTIVITY TWO

Homework Design

Now that you've identified the component abilities and habits of mind related to the learning objective you selected, brainstorm as a group the ways that you might create and deliver that homework assignment, (e.g. videos, worksheets, readings, pod-casts, assignments).

For example, you could create a guided video tutorial with accompanying tasks for the students to practice at home.

Decide on *type* of activity and *media* for delivery. Some examples include:

- High or Low-Tech (print or online)
- Video (your own or someone else's)
- Enhanced video (insert questions, notes, explanation)
- PowerPoint (or Slide deck) Tutorial
- Worksheet with Guided Steps (Q&A; Annotations)
- Online Collaboration (BlackBoard, Google Docs)
- Blogs or Wikis for Online Discussion

ACTIVITY THREE

In-Class Activities Design

Review the component abilities and habits of mind related to the learning objectives that you want to convey in-class. Brainstorm active learning lessons that could facilitate this learning.

Feel free to refer to the active learning strategies list on page 7.

RESOURCES

Technology Resources

Learning Management Systems

BlackBoard: “Adaptive Release” lets instructor release content to students at stages of readiness

Edmodo

Google classroom

LiveBinder

Schoology

Moodle (Mastery settings for incremental learning)

Homework Resources

Screencasting

Free tools:

 Screencast-O-Matic

 Screenr

Free & pay tool:

 Camtasia - considered “the Gold Standard”

Add Voice Over to PowerPoint

Take an existing video and add to it:

 Ed.ted.com

 - Create customized lessons

Edpuzzle.com

- Upload videos

- Find videos

- Embed quizzes

- Check progress

Active Learning Strategies*

Just a few techniques to get you thinking...

Active learning can involve:

- Group work on searches (“Treasure Hunt”; Guided Worksheet)
- Group presentations
- Group discussion
- Brainstorming
- Role-Playing
- Debates
- Games

Some activity ideas include:

Believing and Doubting Game

Ask students to take a skeptical view of an article or the author’s view to make arguments from both sides

Brainstorming

Students share spontaneous ideas on a topic/issue to problem-solve.

Data Analysis

Students develop an argument/analysis based on raw data or data in the form of charts/graphs.

Debates

Students select/are assigned different sides of an issue to research and debate.

Find the Error

Students split into small groups; instructor gives each a 1-line statement that contains an inaccuracy; groups determine what is wrong and try to fix it.

Fish-bowl

One group of students is given an activity to perform; the rest observe the activity and take notes.

Games

Students develop or play a curriculum-related game.

Graphic Organizer to Structure Reading Process

Students work with a graphic organizer - a template that helps students break down complex reading.

Group Discussion

Students or teachers lead either small group or whole class conversation.

Group or Individual Research

Could involve a “treasure hunt” or use of a guided worksheet.

Group Presentations

Students work together to research and develop a presentation on a topic.

Group Reading

Instructor reads aloud and models thought process and sense making through active questioning of students.

Journaling

Reflect on a popular article or a scientific concept. Can be iterated over time as new information is learned.

Note Check

Partners compare their class notes to see what they missed or got wrong.

Pluralizing Perspectives

Students develop questions around an issue from a variety of perspectives.

Prior Knowledge

Exercises that prompt students to draw on their prior knowledge and experiences related to a topic or issue.

Role-Playing

Students take on assigned roles to explore a problem or issue.

Roundtable

In small groups, students are given a prompt on a sheet of paper; they respond to it as quickly as possible, passing the paper around the group until time is up.

Scenarios / Case Studies

Instructor provides real-world scenario with a problem students need to discuss and solve.

Sentence Stems

Provide students with a sentence stem to prompt them to make connections about a reading or concept.

Student-Created Reading Guide

Teacher assigns different paragraphs to different students. They research background information needed to understand the article and work in small groups to develop a comprehensive guide to the text.

Student-Designed Experiment

Students come up with ways to test a hypothesis.

Student-Designed Quiz

Students develop questions around key concepts from a reading or scientific process. Questions are compiled and used as a quiz.

Vocabulary Development

Students identify unfamiliar words in a text and look them up in order to develop a class dictionary.

*Adapted from:

Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and actively learning in the classroom*. San Francisco: Jossey Bass.

Assessment Tools

Pre-Assignment/Homework: Turn in online or print

BlackBoard or other LMS: students send homework or activity worksheets, test forms, group projects to LMS.

Instructors return comments; students make adjustments and resubmit.

Creative Assessment—students demonstrate work

Zero is not an option—students can always repeat assessment test to do better.

Smaller formative assessments: Polls, Clickers, Pre- and Post-Tests